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**Teaching and digital technologies: big issues and critical questions, edited by Henderson, M. and Romeo, G., United Kingdom, Cambridge University Press, 2015, ISBN-13: 978-1-107-45191-1**

This book promises critical reflection on a theme that many teachers find daunting. The words teaching and digital technologies are often banded around with little regard for question, instead suggesting that they offer all the answers. The usual rhetoric and facsimile approach to technology enhanced learning and teaching is challenged here and is in perfect equilibrium with pedagogy, policy and curriculum. This book, which is clearly written for teacher educators and professional learning leaders throughout Australasia, also has international appeal, empowering the reader to truly reflect on when, how and why they should use digital technologies. The book is relatively jargon free and where technological explanations are required, the terminology is clear, concise and contextualised, though I do feel that a glossary of terms may have been beneficial.

The book encourages us to consider the implications of using, or not using, technology in our classroom. Similarly, collections of case studies are welcome and on this occasion, I was pleasantly surprised to read the entire volume of carefully crafted chapters without the urge to return it to the bookshelf. In fact, quite the opposite, I could not put it down and was impressed by the overall design and implied characterisation of digital technologies. It is a well-rounded and considered product that offers equally considered questions that actually make you think about issues of equity, access, pedagogy and learning. I have read a number of similar books, and by now, I have a default expectation on content. The real beauty here, through 26 unique chapters, is that this book really does offer something to everyone. Regardless of experience and prior knowledge, it contributes something new to add to your resource. I particularly like the structure. It is easy to engage with the writing style used by the authors and each chapter is supported by suggested activities for both pre-service and in-service teachers. It reminds me of Steve Wheeler's *Learning with 'e's: Educational Theory and Practice in the Digital Age* (2015). The proverbial icing on the cake comes from further resources which have been made available through the associated website, which I feel is not dependent but is integral to this book. It contributes to its character and charm, of which there is plenty.

Written by leading Australian academics and practitioners, the authors avoid discussion about the detail in using technology and instead manage to focus on the big questions. For example, exploring the specific nature of technology and asking when it should be used, why and with whom. That is not an easy task and I probed for but could not easily identify areas where the focus was lost. The five themes of the book act as a golden thread to pull together the wide range of observations and evidence-informed reflections from 32 different contributors. Section 1 looks at the assumptions that we make about learners, learning and digital technologies. It covers myths associated with technology-mediated learning, the need for teachers to take managed risks and issues of gender and equity. Section 2 explores the technological affordances: innovation, creativity and the wider implications of instructional design. As expected, there are chapters on social media and games-based learning, but the book also takes a welcomed philosophical stance towards practice, exploring issues of visualisation and collaboration. Section 3 considers policy with particular attention given to curriculum, values and agendas. Here, the authors take care to include educators from other parts of the world, taking critical examination of curricula within a global context, citing research from the United Kingdom, Finland, Singapore and the United States. Section 4 takes on the perspective of the learner, addressing several important themes around assessment and inquiry-based learning. Section 5 gives time to professional learning, considering national (Australian) and international frameworks for teacher competency. Those already working in this arena will not be surprised to see citations from the UNESCO ICT Teacher Competency Standards and the ITSE Standards (ISTE, 2008; UNESCO, 2008).

Throughout the read, I felt as if I was being guided through a maelstrom of pragmatic ideas and suggestions. This book works well as an entire volume, with contemporary application of technology grounded in established theories of learning: Cognitivist-behaviourist, Constructivist, Activity Theory, Constructionist and Connectivist. Typical references to Engestrom (1987), Mayer (2005), Siemens (2005) and other credible sources are made (cited by Henderson & Romeo, p. 232238). To be honest, this book is not unlike others operating within this arena. Younie and Leask's *Teaching with Technologies* (2013) offers a very similar read but the difference here is the wider context and critical reflection that permeates every chapter. It also means that this book can be dissected, deliberated and digested in smaller chunks. The added value is that it not only works well on whole, but it also works well for those who wish to dip in and out in search of specific information. I particularly enjoyed Chapter 22 Digital technologies in early childhood education and Chapter 17, Making learning visible through digital forms of assessment as these are the areas that are probably the most topical at present.

From each chapter, you can expect a consistent experience. The construct is exactly the same throughout each chapter of the book, connecting the literature to the online resource, not only making suggestions about how to engage with the writing but also how to deepen understanding through a broad range of activities. The ease of reading, logical structure and breadth of issues covered would make an ideal read for any student studying pre-service or initial teacher education. It would work well as an accompanying text for self-directed study. In particular, it does well to dispel the myths around society, the stereotypical interpretations that we make about learners, whilst challenging our own opinions on professional learning and digital technologies.

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